

APR 5 1960

LIBRARY SCIENCE
LIBRARY.

BULLETIN

School Library Association of California

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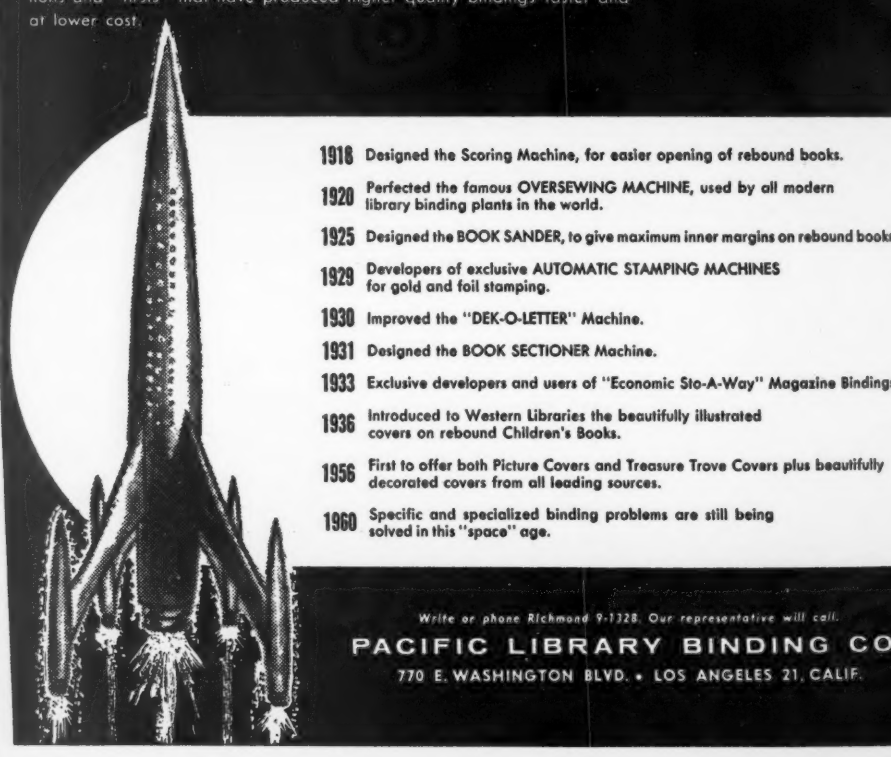
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BULLETIN

of the
SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA
Indexed in LIBRARY LITERATURE

VOLUME 31, NUMBER 3

MARCH, 1960

ANNUAL STATE CONFERENCE

April 9-10-11, 1960

RICKEY'S STUDIO INN, PALO ALTO

Friday, April 8, 1960

- 4:00 pm—Registration
- 4:00 pm—Exhibits open
- 8:00 pm—Executive Board

Saturday, April 9, 1960

- 8:00 pm—Registration
- 10:00 am—General Session
Dr. J. Graham Sullivan
State Dept. of Education
"California School Libraries and
P. L. 864"
- 11:30 am—Exhibits open
- 12:30 pm—Luncheon
Dr. Henry M. Gunn, Supt.
Palo Alto Schools
"Three Dilemmas"
- 2:30 pm—General Session
Business Meeting
- 4:30 pm—Exhibits open

Reservations:

Rickey's Studio Inn
4219 El Camino Real
Palo Alto, California

7:00 pm—Banquet

Rev. Andrew J. Bouwhuis
St. Peter's College, N. J.
"Poetry and Literature"

Sunday, April 10, 1960

- 12:30 pm—Dinner
Musical Program
- 2:00 pm—General Session
ALA Standards presented by
Miss Mildred P. Frary, Rev.
Andrew J. Bouwhuis, Miss Mil-
dred M. Brackett, Mr. Leslie H.
Janke, Miss Edna B. Ziebold
- 3:00 pm—Workshop Sessions
- 8:00 pm—Workshop Sessions

Monday, April 11, 1960

- 9:00 am—Workshop Sessions
- 11:00 am—General Session
Workshop Reports
- 12:30 pm—Luncheon

Registration:

Mrs. Frances Ray
25 Churchill Avenue
Palo Alto, California

Published four times a year by the School Library Association of California, in November, January, March and May.

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Indexed in Library Literature.

Address all correspondence to the Editor.

Robert E. Muller
508 Palomino Drive
Santa Rosa, California

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Views expressed by writers are not necessarily endorsed by the Association.

STATE MEETING HIGHLIGHTS AASL STANDARDS . . .

The annual state conference of the School Library Association of California will be held at Rickey's Studio Inn in Palo Alto on April 9, 10 and 11, 1960. The theme of the conference is "California School Librarians Face the Challenge of the Sixties", and the new AASL Standards for School Libraries will play a prominent role in the discussions. The conference is being planned around a series of workshop sessions on all grade levels to discuss school library standards and their implementation in California schools. These workshop sessions will be led by Mrs. Betty Mulligan (elementary), Miss Edith Titcomb (junior high school), Mrs. Ellanora Kramer (senior high school), Miss Elizabeth Neal (junior college), Miss Jessie Boyd (directors and supervisors) and Mrs. Charlotte Davis (county). On Monday the recorders of these workshop sessions will present their reports to the general conference.

In addition to these workshop sessions on standards, the conference will hear Dr. J. Graham Sullivan speak on the National Defence Education Act, and Dr. Henry M. Gunn on the "three dilemmas" of school libraries. Featured speaker at the annual banquet will be the Rev. Andrew J. Bouwhuis of St. Peter's College, New Jersey, who will speak on "Poetry and Literature."

A special feature of the conference will be the exhibits of thirty publishers, library suppliers and book distributors.

A beautiful setting for the conference, Rickey's features ranch-type garden Rooms and luxurious Lake Tower suites. Beautifully landscaped in a natural setting, there are also heated



DR. HENRY M. GUNN

swimming pools, a putting green and a croquet lawn. The Inn is a thirty-minute drive from San Francisco.

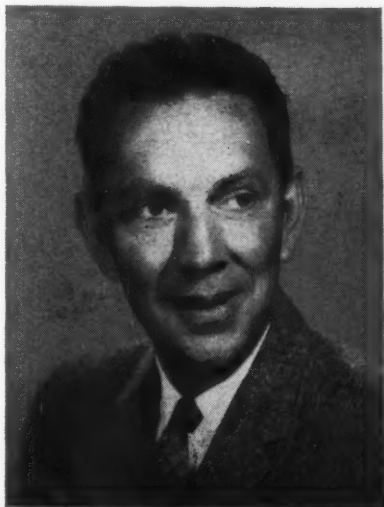
GUNN TO SPEAK ON "THREE DILEMMAS"

Three dilemmas seem to be present in the current thinking of school administrators about most school libraries. The first is to determine a plan for the library in secondary school of tomorrow; the second is how to integrate or correlate the other instructional materials of the school with the library; the third is that of personnel. Dr. Henry M. Gunn has selected these as the most important of the problems confronting school libraries. Dr. Gunn is Superintendent of the Palo Alto Unified School District. He has served as NEA State Chairman, on the Governor's Committee on Children and Youth, and has traveled in Europe, South America and Asia.

SULLIVAN TO KEYNOTE NDEA

Dr. J. Graham Sullivan, Chief of the National Defense Education Act Administration, State Department of Education, will address the conference on how NDEA can assist school libraries in California.

Dr. Sullivan has served as Chief of the Stanford staff in the Philippines as administrator of a tri-party contract between Stanford, the US government and the Philippine government for teacher education. He was a consultant in developing the Korean program of public instruction. For his educational service in Peru he received the Presidential Citation "El Orden del Sol" from the President of Peru. He has been Assistant Superintendent of the Contra Costa Junior College District and San Diego City Schools. Prior to that he was a teacher, and Assistant to the President of San Francisco City College.



DR. J. GRAHAM SULLIVAN



REV. ANDREW J. BOUWHUIS

REV. BOUWHUIS TO SPEAK ON POETRY

Rev. Andrew J. Bouwhuis, S. J., librarian of the George F. Johnson Library, Saint Peter's College, Jersey City, will be the speaker at the Saturday night banquet.

Rev. Bouwhuis, past president of the College and University Section, New Jersey Library Association, has served as lecturer and consultant on elementary school libraries, and has contributed articles to the Catholic Library World, Catholic School Journal, and to newspapers, on school libraries, children's literature and the use of college libraries.

Rev. Bouwhuis defines poetry as a growing power in daily life, the fruit of the quest for beauty and depth of

understanding; a craving for the gracious, apt, musical, image-filled expression, adequate to depict and communicate the poet's experience which he yearns to share. It has power to entertain, to distract, to comfort, to stimulate, as well as to soothe and to bring peace to a troubled mind. The deepest wisdom and most wonderful truth are conveyed with utmost simplicity, and with convincing beauty. These and many other phases of the joys of poetry will be illustrated in his talk by a wide range of readings.

In 1958 he received a citation and perpetual membership in the Catholic Library Association for distinguished and unselfish leadership in Catholic Letters and Librarianship. He was awarded the Bene-Merenti Medal for twenty years service at Casisius College.

Rev. Bouwhuis is a member of the Standards Committee of the American Association of School Librarians.

STATE CONFERENCE EXHIBITORS

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CHILDREN ARE NOT STATISTICS . . .

By Herman Schein, *President, Parnassus Press*

At the outset I think we can lay to rest permanently the old folklore of publishing that it is "impossible", or that "overwhelming odds" face anyone unsound enough to attempt trade book publishing on a commercial scale on the West Coast. Similarly, it was held to be impossible or impractical to sustain a first-rate children's book publishing house outside the two or three major publishing centers in the east. Whatever the factors may have created these beliefs in years gone by, the same considerations certainly no longer apply. It can be said with assurance today that given a strong desire to publish good children's books, some background in children's literature and the graphic arts, a reasonable amount of financial backing, a degree of ability in business management, and an abundance of physical endurance—one can open shop as a book publisher on the West Coast today with as much possibility of success as in New York City.

For those who work closely with books there is no mystery about how a book comes into being, whether it is a book for children or adults, fiction or non-fiction. There is no magic in the process that is known only to publishers in New York City, Boston, or Philadelphia. To create a book worthy of the name, the largest to the smallest publishing houses in these great cities must go through the same painstaking process. Shifting the scene to San Francisco, Los Angeles, or Seattle does not change the process or the problems. In short, the challenge of creating good, enduring books for

children is the same for any publisher whether located in the east or west, in New York City or in Berkeley, California.

Having demolished (permanently, I hope) the oft-cited hazards of publishing trade books on the West Coast, I think we can now turn our attention to what strikes me as being the true heart of the matter—what forces tend to make some publishers of children's books better than others, regardless of geographical location, and more specifically, what kind of outlook or philosophy of publishing should lead to the publication of good and occasionally, outstanding books for children. It is hard to unscramble the many subjective thoughts that come to mind as I try to find a hard core which could be called a basic publishing philosophy. Finally, I would say that there are at least two broad beliefs which when firmly held and practiced would produce books for children that would enlighten, inspire and entertain, and at the same time have enduring values.

First, I believe there must be a profound respect for the book as an ancient and honored institution of our civilization. It is almost trite for me to say once again that it is in book form that most of the best thinking of all ages has been preserved. It is in book form that the great beliefs, history, poetry, plays, science, and literature have come down to our generation and it will be in book form that they will be perpetuated. Now, I can hear the cries of disbelief "what about records, sound tapes, film strips, motion pictures,

TV, and other magical electronic inventions yet undreamed of that will make the book obsolete". All I can offer in reply is the simple belief that the book will flourish alongside any present or future competing forms of communication and will continue to flourish after many of them have faded away. Thus, I would say that a publisher who is ever conscious of the great traditions he is heir to would appreciate his task humbly and with respect for those who labored before him. With all the economic and social pressures of the present day, he will only allow to appear in book form written or graphic material that is worthy of being called a book, whether it is a book for children or for adults. Wherever this outlook exists I believe the books that eventually appear under the imprint of its publisher will inevitably have qualities which identify his publications as "good" books.

Second, I believe that the publisher who inspires to publish better books for children must have a deep respect for the intelligence, imagination, spark, and receptivity of the individual child. Children are not a "mass market", a digit in the "population explosion", a statistic in "consumers research", or potential recipients of pre-digested material that unknowing persons have decided is "good for them". Perhaps no person in any community knows better than the local librarian how much children differ in their interests, what startling questions they can ask, how spell-bound they can sit to the reading or telling of a story that is sheer fantasy, how responsive they are to books that challenge their imagination, and how receptive they are to art, and graphic

forms that adults may find hard sometimes to accept. For, here, in the child, before the pressure and unpleasantness of much of our society has clouded his outlook, is the shiniest face in all civilization. What a publisher finally places in the hands of this child as a book good enough for him to read or look at can only be a work that challenges every ability he and his associates can muster for the task.

We live and will continue to live in troublous times and for this reason a very special responsibility rests upon the writer, publisher, teacher, and librarian who create and furnish books to children. Ever since the Russians challenged gravely what was thought to be our superiority in science, industrial production, and military weapons there has been a great thrashing about by us to "catch up" by pressuring our children to become more interested in scientific fields — whether they have aptitude for them or not. From a nation a few years ago when the cry was that "Johnny can't read!!", one is startled to find that the present-day Johnny with much the same attitudes and mental equipment is being discovered as a "gifted" child, or assigned to "accelerated" programs and the like. Of course, the children of both periods are much the same—it is *our* attitude that is different. Insofar as books are concerned, we should recognize that a book which could fire and stimulate a child's imagination in pre-Sputnik days could do the same today.

I have a haunting fear that with the pressure on our children "to beat the Russians" to the stars, educators, who are responsible for curriculum development, and school librarians will

over-emphasize "science" books and related materials while minimizing the importance of leisure and recreational reading. I think this would be a mistake. This is not to say that there is not an important place for well-written, researched, and illustrated science books for children in all fields of science in a library collection. Still, I hold that we will eventually get more, brilliant nuclear physicists from children who are introduced to *The Wind In The Willows* and *Charlotte's Web* than from providing them with every rocket, satellite, and missile book in sight; that we will develop more, able bio-chemists by placing in the hands of a child of 12 or 13 a copy of Shakespeare's *Julius*

Caesar, or *Mid Summer Night's Dream* than by mesmerizing him with a shelf-load of full-color film strips about jet planes or oil drilling.

The librarian, teacher, writer, and publisher bears a heavy responsibility in these times to see to it that the child is provided with books that cover the whole range of human knowledge and experience, of which science is but one of the most difficult of human skills—the ability to think independently, to think for themselves. And if we are able through good books to infuse this faculty in the minds and hearts of our children of today I do not think we need fear how they will meet the days that lie ahead.

NORTHERN SECTION PUBLICATIONS

LIBRARY SKILLS—Teaching Library Use through Games and Devices. 1958. Paper \$2.08. Prebound \$2.81

PREPARATION AND CATALOGING TIME FOR SCHOOL LIBRARIES. 1959 (mimeo) \$.78

THE SELECTION OF SCHOOL LIBRARY MATERIALS, a guide to the formation of policies and procedures. 1956. (mimeo) \$.78

PUBLICATIONS COMMITTEE
SLAC—NORTHERN SECTION

214 Pacific Avenue, Piedmont 11, California



JOHN MUIR, NATURALIST

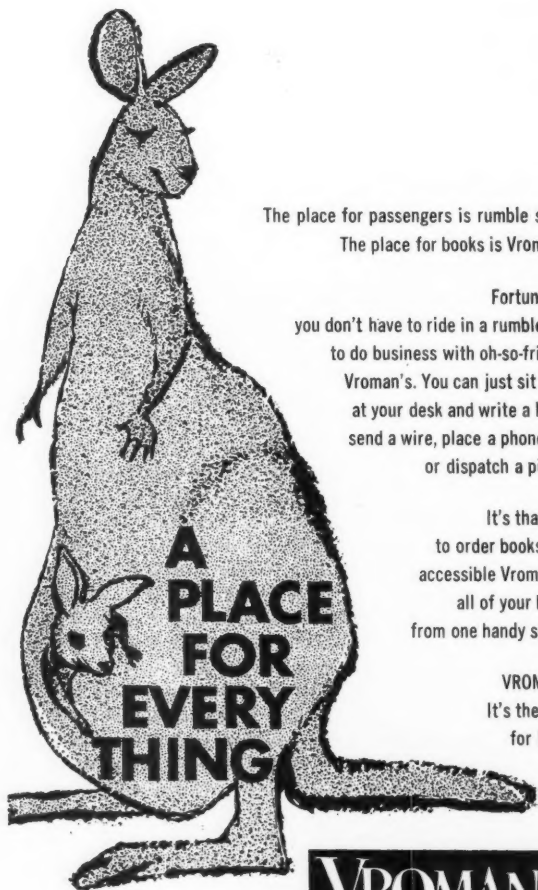
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THE LIBRARY AS A SERVICE CENTER . . .

Or: LIBRARIAN: How many hats are you wearing?

By Mrs. Frances Erickson

The Library as a Service Center contains three very important words: LIBRARY, SERVICE and CENTER. The most important of the three is SERVICE; the greatest, but the most intangible.

We have often heard that old adage "a teacher is born, not made", and it can be applied with full significance to "a librarian is born, not made".

We can take a high school graduate, send him through the finest library school, giving him intensive training in techniques, in administrative know-how, yes, even in literature, but if he hasn't the spirit of service to others, the love of humanity, and the eagerness to place his knowledge at the disposal of others, then we haven't a librarian. We may have created a highly skilled technician, a good housekeeper of instructional materials, or a walking and talking encyclopedia, but we have not made a librarian.

Librarianship is a service profession, comparable to teaching, medicine or law, and to each we have to bring highly specialized training, but first and foremost, we need that dedicated spirit of service if we are to succeed as a librarian, a teacher, a doctor or a lawyer. Add to this spirit of service,

a genuine love for people, big and little, a reverence for good books and the ability to appreciate them, then you have the heart of a librarian.

We certainly do need techniques and training if we are to perform efficiently and well in our field of school librarianship, but we have to carefully evaluate just what we do need to be successful in our chosen field. First of all, we need to have the ideal of service and then a broad and deep knowledge of books. Next, a mastery of techniques and skill fundamentals so we can adopt them to varying situations and reap the benefit of the disciplined learned through such mastery. We need to know curriculum and the interests of our teachers and children. We must know how to communicate effectively, both in speaking and writing. A person with these attributes will make his library a real service center.

Now we come to the word LIBRARY. I don't think either the word library or librarian has to be changed, merely the images people have of them. And the only way we can change these images is to show the true meaning of librarianship. I am proud to be a LIBRARIAN and to me that title is recognition enough. My library may also contain audio-visual aids, texts, professional books, courses of study, maps and realia, as well as children's books, but it is still a library.

Summarized from a talk given at the Northern Section workshop at USF in July, 1959.

Mrs. Erickson is Director of Libraries for the San Mateo Schools.

However, our work can vary greatly according to what materials we have, what situations we are in, and what the expectations are for the library. There are many kinds of positions in the field of school librarianship and we, as professional people, should see to it that we fit our position well. Because of this tremendous variety of activities and responsibilities, I have used the sub-title, *LIBRARIAN: How Many Hats Are You Wearing?* Are they becoming, are they outmoded, are they too big or too small for you?

Thus, we come to the word CENTER, and how many ways a library can be different one from another, and now the work of the librarian has to vary in each.

Is your library the textbook center? If so, are you as the librarian wearing the hat of the textbook administrator or textbook clerk or a hat over each ear? If you are wearing the hat of textbook administrator; how well do you know the curriculum, how familiar are you with new texts—do you get preview copies, are you on the district and county textbook evaluation committee? Do you know the best sources for purchasing texts, do you check the bibliographies in the texts and have you adopted the techniques of servicing the school or schools with texts in the matter of processing, rotating, and housing, with the minimum of effort and the maximum of service? If you can't answer all of these points satisfactorily, perhaps the hat of textbook administrator is a little large for you and you should make more effort to grow into it. If you put on the cap

of textbook clerk, or if it was placed on your head, perhaps it's time you doff it. I believe that we should do all assigned tasks as gracefully and as cheerfully as possible, but that should never deter us from informing the right people that non-professional tasks take us from our professional duties, and to make strong recommendations for adequate staff. We are delinquent in our positions as librarians if we fail to work to our full professional potential and meekly accept clerical and warehousing duties.

Are you wearing the hat of audio-visual administrator: if so do you have a good understanding of how audio-visual materials best fit into your school curriculum. Have you found effective ways to implement the use of such materials and follow good practices in housing and circulating them? Are you experienced enough in the evaluation and purchasing of audio-visual materials and equipment to get the most for your money? Have you formed an AV committee to help you implement the program?

Have you also placed the mechanic's cap upon your head and keep busy either operating or repairing equipment? If you do, can you do this economically as a trained technician? Do you also do the clerical and transportation work connected with audio-visual materials and equipment? If you do, how much time does that take away from more professional duties?

Are you qualified to wear the hat of a teacher? Do you actually teach the students and faculty investigative skills so they can do independent re-

arch, or do you consistently and persistently help them so that they are not dependent on you? Can you plan lessons in library skills so that one grade's work can build upon another? Can you adopt your library lesson plans to the abilities of the children of each class, or do you have certain sets for each grade level and expect all children in each grade to do the same work? Can you help children grow through a planned reading program or do you select titles at random?

Do you fit the hat of a full-fledged faculty member, or is it a little large for you? Do you show a genuine interest in school activities other than the ones you are responsible for? Are you friendly and do you make opportunities to get better acquainted with the other members of the faculty? Have you allowed yourself to be so closely scheduled that the library and the librarian are apart from the main stream of school life?

What about the vari-colored bonnet of the resource person? Have you used your talents to benefit students, faculty and the community? Can you aid in special programs for the gifted child, the under-achiever, the slow learner? What can be your role in relation to helping with these programs? What about curriculum planning, and do your administrators know that you are ready, willing and able—or are you?

Are you willing to give book reviews, do story-telling, and give talks on reading and literature in your community? Are you one of the persons your civic leaders consider resource people for UNESCO and other programs?

Do your teachers feel free to come to you for special help on classes they are taking or on student problems?

Can you help students on special projects and activities?

Are you considered a valued resource person when your district plans new libraries, remodels the old ones or buys library equipment? Are you well acquainted with library standards? Can you read and interpret blueprints or draw floor plans?

Under the wide-brimmed hat belonging to the Librarian nestles one or more of these other adornments. Some of us may be wearing too many hats, some, too few, but all of us have the responsibility to see that they are hats of proper size. Just as we constantly evaluate books and materials, so must we evaluate our own activities and the results of those activities.

Actually, when we speak of the *LIBRARY AS A SERVICE CENTER* we are speaking of the activities and services of the *LIBRARIAN*. To my way of thinking it is impossible to have a library without a librarian. We may have a book collection, instructional materials by the score, but it takes a Librarian to make them come alive. It is his philosophy of service that creates the soul of the library. It can have a warm and vibrant personality, reaching out and permeating all phases of school life, meeting others more than half-way and becoming an integral part of education—making a truly library-oriented school or district. Or, it can be withdrawn, busy in its own little shell, cold and unapproachable, standing apart from school life.

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MANY DIFFERENT COINS . . .

By Mrs. Jane Cavette

It would be fitting if I could appear before you this morning to say that I am now a school librarian because a long time ago I met a wonderful school librarian, and that this contact so inspired me that I immediately decided to follow that career! Certainly libraries have been a part of my life since I was very young, but it was not until I reached college that I realized my life-long love affair with books might well be combined with a very real liking for people and a desire to help them, a love for art and music, and a tremendous curiosity about the world and all its wonders—in short, that I might become a librarian! Even then, I came to school library work by a roundabout way, along the by-paths that led me into college libraries and children's departments of public libraries, and to a year filled with amazing experiences as a bookmobile librarian. After that, quite unexpectedly, and rather like Alice falling down the rabbit hole, I found myself a school librarian and wondered why it had taken so long to arrive at this most pleasant state.

In an American Library Association bulletin on the pleasures of librarianship as a career, a phase was used that appealed to me. It said: "Yes—it pays well, in many different coins, to be a librarian." I would like, figuratively of

course, to examine a few of the many bright coins with which a school librarian is paid.

First, and perhaps brightest of these is the feeling of accomplishment that comes, if not daily, at least often enough to bring a full measure of satisfaction. So many occupations begin and end in routine, that the individual worker is rarely privileged to see the ultimate goal. Librarians, whatever their special field, know the inner satisfaction that comes in doing something useful; in being someone who helps other people. A school librarian has an especially good opportunity to see the results of this assistance, as she watches the students who come through the library doors widen their reading interests and improve their library skills. She has the unique position of serving as both friend and teacher, in a vital atmosphere of shared learning. In a good school library, reading for pleasure and reading for information are superimposed, until each experience becomes a combination of both goals, and reading, for whatever purpose, is a pure delight. When a child arrives at the state where "finding out" about things is as much fun as "being entertained" with a book, he has become a true reader—he is "hooked", so to speak, and the school librarian can beam with almost maternal pride knowing that Johnny not only *can* and *does* but also *will continue* to read.

Working in an academic atmosphere is virtually a guarantee that your mind will continue to stay agile and alert.

A recruitment speech presented at the University of Southern California Library School Career Day on April 18, 1959. Mrs. Jane Cavette is Librarian at Robert Fulton Junior High School, Van Nuys, California.

It had better! No school librarian could stand the pace set by the lively youngsters she serves unless she, too, remains wide-awake and constantly open to new ideas. Every day brings a new set of challenges, and no two days are alike. Perhaps this is not Ponce de Leon's fountain of youth, but it is a very good substitute and surely counts as one of our coins.

"People are funny", Mr. Linkletter would say, and I agree, but especially young people are both funny and fun—fun to work with, fun to know, and fun to teach. Some of the most illuminating moments in a school librarian's day comes quite casually sometimes. They may stem from a chance remark about a book, but they often provide such an insight into the student's character that the librarian may find it an opportunity to offer social guidance quite apart and beyond book guidance. The coin she receives as reward shines doubly bright when a shy or maladjusted child finds success as a library helper; when the car-crazy non-reader finds that his interests are treated with as much respect as the literary-minded superior student's; when the problem girl from a problem home can read, in the guise of a teen story, how other girls solved similar, if fictional, problems. No school librarian would pretend to be a social worker, yet I think each of us could offer examples from our own experiences that would show the school librarian plays a most helpful part in the guidance program of the school.

An article in a recent Los Angeles School Journal describes the school librarian as "a good organizer and a brilliant executive". How well we in

this field deserve such extravagant praise is a matter of opinion, but it is true that few other library positions offer to even the newest library school graduates an opportunity to be one's own boss. While directly responsible to the principal of the school, and in turn to the Library Supervisor, the school librarian is unique in her school—the only one on the faculty with her particular training. As she proves that she has the interest of the students at heart, as she shows her judgment in wise book selection, as she makes of the library a vital, creative core of the school's program, her executive abilities are more and more recognized, and she is generally permitted to administer the library affairs in the way she believes best. This can be a source of much satisfaction to someone who has a liking for administration, yet who wants to remain close to the patrons who use the library.

I am told that young people of today are quite material-minded; that is, that you are more concerned than other generations have been in seeking a life work that will provide not so much a fortune as it will offer security. This is certainly not an unworthy attitude, nor one to be scoffed at, for if it does not lead to new worlds to conquer, neither does it need to descend to the level of the hum-drum existence. And so, I will offer the last coin in my pocket—the material benefits that go with work as a school librarian: the excellent salary, equal in the Los Angeles school system, at least, to that of the teacher; the leisurely, long summer vacations that provide time for study or travel; the pleasant, cheerful surroundings

that are typical of the school library, usually one of the handsomest rooms in a school; the convenient hours—no evening or Saturday schedules. These ought to be considered by any young person planning his future career. And for you girls who are thoughtfully assessing the possibilities of combining career and marriage, school librarianship should stand high on your list. As mother of three, I can personally testify that no better combination of profession and homemaking exists than that of working in a school.

May I close by saying that librarianship gives rewards beyond any counting merely in money. It pays in many coins: coins of service, of stimulation and of satisfaction. Being a librarian is like having a window looking out on the whole world. If what we say here today makes you think you'd like to join us, I hope you will open that window very wide indeed.

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SUMMER LIBRARY PROGRAM . . .

By Mrs. Gertrude Stacy

The loss in general reading ability that occurs for many children during the summer vacation has long been of deep concern to teachers. Varied schemes to change the pattern have been tried, but a summer reading program requires parent cooperation, which is sometimes lacking.

In the spring of 1958, Mr. Donn Wadley, principal of the Cherry Chase School in Sunnyvale, decided to make an effort to encourage summer reading among his pupils. (The public library was miles away, across a busy highway.) He presented a plan for keeping the school library open for part of the summer to the PTA library chairman, a Mrs. Lee. She was enthusiastic and enlisted the help of several other mothers who were willing to staff the library. The plan was next presented to the Administrative Staff, who gave somewhat dubious approval.

The details were completed by Mr. Wadley, Mrs. Lee and the district library coordinator. Letters were sent to parents asking if their children would be interested, and if the parents would be interested and willing to help. Twenty nine parents and one hundred forty pupils indicated an interest in the program.

An orientation meeting with twenty seven mothers in attendance was held in the library. They were shown the arrangement of books, the card catalog and details of circulation. A chart was provided for the mothers to sign up in pairs for library duties. Mrs. Lee was to serve as coordinator and obtain substitutes if necessary. The mothers were

each given a duplicated sheet with simple rules and routines.

It was agreed that the library would be open three mornings a week from nine to twelve during the month of July. Before a pupil was permitted to check out a book, he had to have a card signed by a parent accepting the responsibility for loss or mutilation of books. This card listed the telephone as well as the address and was useful in getting the few overdue books returned. The pupil also signed a library card which he presented each time he withdrew a book.

Children who would be in the second through seventh grades the following year were eligible to participate in the program. In addition, younger children accompanied by a parent could take out books.

At the end of July, enthusiasm was so great that the library remained open for two more weeks. At the end of the six weeks 326 volumes had been circulated, and 492 children and 48 adults (not counting those who were serving as librarians) had been in attendance. No books were lost!

An evaluation of the program led to the recommendation that it be repeated the following summer and that plans be completed early enough to get information to the parents before school was out. (The late start in 1958 was its chief weakness.)

The 1959 figure was 629 volumes in circulation. 858 children and 87 parents, exclusive of the staff, visited the library.

A similar program was carried on in another school in the district in 1959, with equally gratifying results.

Mrs. Stacy is Coordinator of Libraries for the Sunnyvale School District.

JANKE APPOINTED NDEA CONSULTANT . . .

Mr. Leslie Janke, head of the Department of Librarianship, San Jose State College, and Northern Section Vice-President, has been appointed as Consultant, National Defense Education Act, Bureau of Audio-Visual and School Library Education, State Department of Education. Mr. Janke will hold a series of five regional meetings throughout the state to acquaint school librarians and school administrators with the provisions of P. L. 864—The National Defense Education Act—and to advise on the preparation of school library projects under the act.



MR. LESLIE JANKE

Specific subjects to be covered are the purposes and needs for the use of NDEA funds for school libraries, the mechanics of application preparation, and aids in the selection of suitable titles. Time will be allowed for questions and discussion. Following the morning presentation, Mr. Janke will schedule individual and group conferences.

The five Saturday conferences are scheduled as follows:

March 19 — Kenilworth Junior High School, Petaluma

March 27 — San Marcos High School, Santa Barbara

April 2—Shasta College, Redding

May 2—Court House, Visalia

May 21—Education Service Center, San Diego

Announcements of specific times

and places will be mailed to all county and district superintendents, and to all SLAC members.

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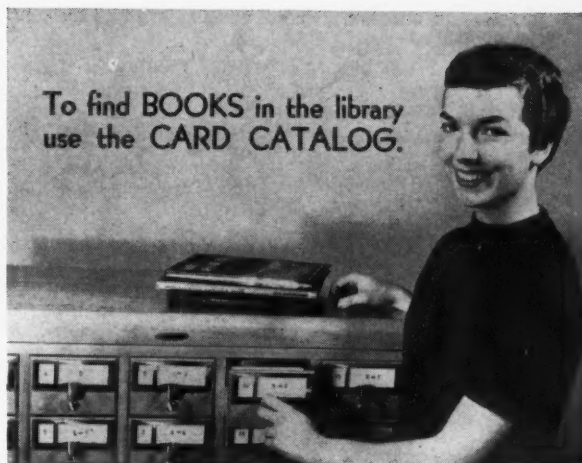
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This is a completely revised and enlarged 1959 version of an earlier filmstrip, and its appearance prompts me to express my appreciation to the many school librarians who made helpful suggestions for the improvement of the old one. The encouragement received from its success during the last eleven years has made the new version possible.

The new 1959 filmstrip shows how to use the card catalog to find books, how to find factual information in reference books, and how to find magazine articles and pamphlets. Improvements in the new filmstrip, in addition to completely new photographs, include: an additional photograph explaining the arrangement of books on the shelves; photographs showing the use of the *Encyclopedia Britannica*; a photograph

emphasizing that students should not limit their research to encyclopedias alone, but should also use books, magazines and pamphlets; a photograph encouraging students to pursue their search for information through the use of, audio-visual materials and equipment.

The objectives of the new filmstrip are: To interest the average high school student in the use of the library and to create a favorable attitude toward it; To present in one general filmstrip, divided into parts to meet the needs of individual classes, the *minimum* information for the proper use of the library; To include this minimum information in the filmstrip itself, so that a trained librarian will not be required to interpret it; To present the information simply and clearly, so that it can be understood by the average ninth grade student.

Mr. Evans is Director of Instructional Materials for the Kern County Union High School and Junior College District in Bakersfield.

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TRAINING FOR LIBRARY CLERKS . . .

By Mrs. Helen Earnshaw

In the late spring of 1958, Los Angeles Trade-Technical College received inquiries about library assistant training. At the same time a request was made to offer such training as Extended Day instruction. As a consequence in September, 1958, a course entitled *Library Processes* was opened as a late afternoon class, with the author as instructor. In the spring of 1959 *Catalog Techniques* was offered.

When these courses were being offered, Trade-Tech set up an advisory committee to build an entire curriculum leading to the Associate in Arts degree with a Library Assistant Major. Outstanding educators, librarians and personnel specialists donated their time to serve on the advisory committee, and by the spring of 1959 had worked out the required curriculum. During the summer of 1959 Board approval was received for this full-time, day curriculum. Since there was little time for publicity, another Extended Day course, *Library Resources* was offered in September, 1959, with Mrs. Helen Wright, former head of L.A. County Library personnel, as instructor.

In February, 1960, three library assistant courses were offered by the Extended Day Division: *Library Services* (Mrs. Wright); *Ordering Procedures* (Mrs. Earnshaw); and *Circulation Procedures* (Mrs. Wright).

The full two-year course requires a total of sixty units. The special library courses are outlined in detail, other requirements are summarized:

Library Services (2) familiarizes students with library ethics, types of library services, and libraries. It offers an orientation to all types of library work, and includes field trips.

Library Resources (2) instructs students in how to obtain information from the library through the use of the card catalog, indexes, reference books, and other library materials.

Ordering Procedures (2) covers the technical procedures of ordering and processing books and other library materials. Training includes making out order cards, preparing orders for agents, receiving books, preparing pamphlets, clippings and related materials for circulation.

Circulation Procedures (2) includes instruction in circulation and other public services, instruction in handling the circulation desk, registering borrowers, sending overdue notices, answering simple location questions, and keeping circulation statistics.

Catalog Techniques (2) includes instruction in typing catalog cards from master copy, cataloging simple fiction, checking shelf lists, assigning Cutter numbers, making cards for pamphlets, and ordering Library of Congress cards.

Communications Media (3) covers newspaper stories, the use of book displays, public relations with clubs and organizations, radio and television

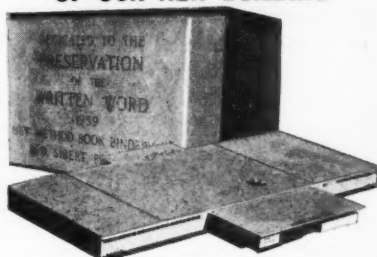
announcements, and color, background and lettering for charts, posters and presentations.

Office Orientation (2) develops attitudes and personality traits essential to success in office work; the duties of office workers; personal qualifications; office problems and their solutions; business behavior; receptionist techniques; telephone techniques; office grooming; job interviews.

Book Binding and Book Repairs (3) covers the binding and repair of books, pamphlets and magazines, and the history of printing and bookbinding.

In addition to the above, the following are also required: Health Education (2); Reading and Composition (3); American Literature (3); World Literature (3); English Literature (3); Basic History of the United States (2); Introduction to Western Civilization (6); American Political Institutions (2); Physical Education (1); Introduction to Sociology (3); and Public Speaking (3). A total of 10 additional units are to be elected from courses in English, Art, Economics, Biology, Physics, Psychology, Sociology and Secretarial Science.

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THE NORTHERN SECTION . . .

ADMINISTRATOR - LIBRARIAN
DAY

MAY 7, 1960 — PITTSBURG

The May 7th meeting of the Northern Section will be held in Pittsburg, the town that has a full-time librarian in each of its nine schools!

Ask your administrator *now* to save the date, and bring him to hear the panel discussion on "What the Administrator Expects From His School Library." Panel speakers will be Dr. Charles Haworth, Superintendent of Pittsburg schools; Dr. Ernest Wellenbrock, Principal of Daniel Webster Junior High School, Stockton; Mr. James Reusswig, Principal of Antioch High School, and Mr. William Smith, Principal of Fair Oaks Elementary School, Pleasant Hill. Moderator will be Mr. Robert Sumpter, Librarian, Capuchino High School, San Bruno, and instructor in the School of Librarianship, University of California.

After luncheon and the installation of new officers, there will be separate bus tours to Pittsburg's two junior high school libraries and to three elementary school libraries. The high school library is a short distance from the meeting place.

In April, members will receive a detailed meeting announcement, and a guide map to Pittsburg, which is 40 miles from San Francisco, 60 miles from Sacramento, and 80 miles from San Jose.

REPORT FROM SANTA ROSA

The Northern Section held a joint meeting with the Audio-Visual Education Association of California in Santa

Rosa on Jan. 30, 1960. Assemblyman Carlos Bee and Dr. J. Burton Vasche addressed the morning session, and the afternoon was devoted to a section business meeting.

The membership approved the revisions in section organization and operation suggested by the State Manual Revision Committee, as well as the suggestion that the Bulletin's name be changed to *California School Libraries*. Reports were heard from the state committees studying credential revision and library school accreditation. The Jewell Gardiner Memorial Loan Fund Committee was authorized to begin making loans, and twenty-five cents per member per year was appropriated to the committee from section membership dues.

REPORT FROM SAN MATEO

The third meeting of the year for the Northern Section was held at San Mateo on March 5, 1960. Following a brief business meeting, grade level committee chairman reported on the studies of school library standards their committees have been making in preparation for the state conference in April. Members were urged to make their reactions known to the committees. Copies of these preliminary studies can be obtained by writing to the committee chairmen: Miss Elise Smith (elementary), Mrs. Juanita Edmonds (junior high school), Mrs. Eleanor Purpus (senior high school), and Mrs. Thelma Dahlin (directors and supervisors). (See Directory issue for addresses).

At the luncheon, Miss Ruth Robbins,

Art Director of Parnassus Press in Berkeley, spoke on "Good Design and Illustration in Children's Books. Sather Gate Book Shop in Berkeley provided a display of the American Institute of Graphic Arts exhibit of fifty best children's books.

SLANC MEETS APRIL 23

Ralph Moody of *Little Britches* fame will be the guest speaker at the annual SLANC conference at San Jose State College, April 23, 1960. The chairman for this annual meeting of school library assistants, Lynn Crawford of San Jose High School, reports that the associate membership (elementary school library assistants) will conduct their own meeting during the morning session, while the regular membership holds its business meeting. The two groups will meet together in the afternoon to hear Mr. Moody. Detailed meeting announcements will be mailed to SLANC clubs and to SLAC members late in March.

For further information on SLANC and/or the annual meeting, write to
SLANC
Dept. of Librarianship
San Jose State College
San Jose 14, California

PTA FELLOWSHIPS

Continuing its generous contributions of the past seven years, the California Congress of Parents and Teachers has made available for 1960-61 four fellowships of \$1,000 each for students preparing for work with children or youth in the school or public libraries in California. While recipients of the awards need not be California residents, successful applicants must agree to

spend two years following graduation working with children in California libraries.

Two fellowships are offered through each of the two accredited library schools in the State—the University of California, Berkeley, and the University of Southern California, Los Angeles.

Admission requirements at each school include graduation with a Bachelor's degree from an approved college or university, a strong scholastic record, and special interest in, and qualifications for library work with children and young people.

Interested candidates should write at once for application blanks and detailed admission requirements to the library school they prefer. Application deadline: April 15, 1960.

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THE SOUTHERN SECTION . . .

SPRING MEETING MAY 5

The last Southern Section meeting of the school year will be held on May 5, 1960, at the Beverly Hilton Hotel in Los Angeles. The morning session will be a business meeting. After luncheon, there will be a panel discussion on the Fiske Report on book selection and censorship in California's school and public libraries. The panel will be moderated by Dr. Clarence Fielstra, Associate Professor of Education at UCLA. Panel members will include Mrs. LuVerne La-Motte, President of the Pasadena Board of Education, Dr. Norman B. Scharer, Superintendent of the Santa Barbara City Schools, and Mrs. Helen Eikenberry, librarian at Pasadena City High School.

BOOK REVIEW MEETING

More than 100 Southern Section members met at the CTA Building in Los Angeles on Feb. 6, 1960, to hear Miss Mildred M. Brackett, State Consultant in School Library Education, speak on the work of this new position, and its place in the State Department of Education. The remainder of the program was devoted to book reviews.

REPORT FROM RIALTO

On March 5, 1960, southern section members met at the new Eisenhower High School in Rialto. Mrs. Joyce Cozzo, junior high school principal and chairman of the Ford Foundation for the San Bernardino City Schools, discussed the school library in relationship to classes in exploratory reading, art, and writing for the under-achieving superior learner. Her talk was followed by a description of one of these classes by Mrs. Jacqui Page, a junior high school art teacher.

In the afternoon, grade-level meetings were held, including the new group of curriculum librarians. A summary of grade-level committee activities will appear in the May Bulletin.

H. W. WILSON SCHOLARSHIP

The H. W. Wilson scholarship, set up for the purpose of recruiting people into the library profession, was awarded this year to the School of Library Science, University of Southern California, Dean Martha Boaz has announced. This \$500 scholarship was divided into two equal parts. The recipients are Mrs. Jean Rounds Randall and Mr. Donald G. Wilson.

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RELIGIOUS BOOKS OK

Attorney General Stanley Mosk ruled on March 7, 1960, that public school libraries may legally contain religious books of a "sectarian or denominational" character. He said a 1959 amendment to the Education Code (EC 8453, sponsored by the School Library Association of California) had repealed a ban on the uses of such books in school libraries.

"The purpose of the amendment was not to permit the teaching of sectarian matters in the classrooms . . . but rather to give freedom to the selection of reference materials . . ." Mosk's legal opinion declared. (See SLAC Bulletin 31:13, Nov., 1959, for the text of the amendment).

NEW LIST OF MAGAZINES

The Dobler International List of Periodicals for Boys and Girls will be published by Scholastic Magazines on May 2, 1960. The list will annotate nearly 200 magazines for boys and girls published throughout the world. The list will give addresses, age level, marketing requirements and payment, and if books are reviewed. There is also an index and a bibliography. The periodicals are in four major groups: general, school, religious and foreign publications. The latter include those published both in English and in the language of the countries of their origin. Miss Dobler has worked closely with UNESCO on this section. The list is priced at \$2.00, and remittance must accompany the order; stamps are not accepted. Address orders to: Miss Muriel Fuller, P. O. Box 193, Grand Central Station, New York 17, N. Y.

GOOD READING

Good Reading, the descriptive general bibliography that has befriended librarians and educators for the past 25 years, has just been published in a complete and thorough revision, appearing both in a Mentor paperback edition from New American Library, and in a clothbound edition from R. R. Bowker Co.

Good Reading combines the forces of thirty-six leading educators, who have selected and described over 2,000 of the world's most significant books—both hardcover and paperback. All periods and fields of study are covered including poetry, drama, biography, history, fine arts, politics, sociology, the sciences, psychology, the classics, etc.—with each booklist prefaced by a discussion of the period of the subject.

The Mentor paperback edition is available for 75 cents, the clothbound edition for \$4.00 from Bowker.

LIBRARY ACTIVITY BOOK

The Teen-Age Library Association of Texas *Activity Book* is designed to help library clubs plan and execute more varied and successful local club programs. Liberally illustrated with pictures of Texas school libraries, the book includes information on club meetings, money making projects, library services, general publicity, bulletin boards and displays, and assemblies and programs.

Orders may be sent to: Library Council, Senior High School, Drawer 877, Seminole, Texas. All orders must be accompanied by remittance. Make checks and money orders for \$1.25 payable to Travis E. Tyer.

JEWEL GARDINER MEMORIAL LOAN FUND . . .

The Jewel Gardiner Memorial Loan Fund was established by the Northern Section in 1957 following the untimely death (December 7, 1956) of Jewel Gardiner, Supervisor of School Libraries and Librarian of the Professional Library of the Sacramento City Schools for twenty-six years. Miss Gardiner was State President of the School Library Association of California in 1937-1938, and her enthusiasm for school libraries, children and books manifested itself in many ways, particularly in the writing of *Administering Library Services in the Elementary Schools*, published by the American Library Association.

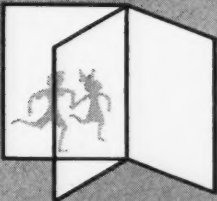
The purpose of the Loan Fund is to help students who need a loan from \$25 to \$200 in order to complete their courses in school librarianship in California library schools. To qualify for a loan a student must promise to become a school librarian in a California public school, have a good scholastic standing, and a genuine interest and enthusiasm for boys and girls, and for books.

A committee under the chairmanship of Miss Jessie Boyd has been established to formulate policies and procedures for granting loans, and for raising the necessary funds. To augment funds raised from gifts and donations, twenty-five cents per member is appropriated to the Loan Fund from Northern Section membership dues each year. Memorial gifts to the Loan Fund are acknowledged by engraved cards pro-

vided by the school librarians of Sacramento.

Information and announcements concerning the Loan Fund are sent to the head of each California library school each year. Applications for loans should be made to Miss Jessie Boyd, Director of Libraries, Oakland Public Schools, 1025 Second Avenue, Oakland 6.

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THE SOUTHERN SECTION MEMORIAL LOAN FUND . . .

The Southern Section Memorial Scholarship Loan Fund was established as a memorial to Southern Section librarians Statie Weber and Louise Roewekamp to provide for emergency loans to enable qualified library school students to complete their training. During the years additional memorial gifts have enlarged the Loan Fund, among them gifts in memory of Ariel Stephens and Marjorie Van Deusen.

In 1957, at the suggestion of Helen Estill, a group of patrons came into existence; a patron is a retired librarian who has given \$10 or more to the Loan Fund. The patrons of the Loan Fund have proved to be an active and helpful group, sponsoring book sales, encouraging others to become patrons, and attending Christmas and spring luncheons.

In addition to these gifts, the Loan Fund is supported by the annual contribution of fifty cents from each member's dues.

The fund is administered by a committee of members and patrons; the chairman is appointed for a term of three years. Loans are made to qualified students for amounts up to \$200.00 at a time, a second loan being available for the second semester to a student making at least a "B" average. Preference is given to students carrying fifteen units.

To qualify for a loan a student must meet the following requirements:

- a. Be a resident of California at least one year prior to application.

- b. Have a diploma equivalent to a B. A.
- c. Show evidence of matriculation at a graduate library school accredited by ALA.
- d. Indicate intention of becoming a school librarian.
- e. File an application and give references regarding character; education and credit.
- f. Sign a promissory note.

Applications for loans should be made to Miss Dorothy Smith, Librarian, Long Beach City College, 4901 East Carson, Long Beach 8.

PATRONS

Southern Section members acknowledge with gratitude the generosity of an increasing number of retired school librarians who have contributed to our Memorial Scholarship Loan Fund. Their continued interest in our activities, and in the young people who hope to join the profession, makes it more than appropriate to list their names here.

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LIBRARY SCHOOL SUMMER SESSIONS . . .

UNIVERSITY OF SOUTHERN CALIFORNIA

Dean Martha Boaz, School of Library Science, University of Southern California, has announced the following summer program for the school:

Summer Session

June 20 to July 29, 1960

Reference Sources and Services (3)
Introductory Cataloging and Classification (3)
Library Backgrounds and Research Methods (3)
Administration of Libraries (3)
Cataloging and Classification (3)
Bibliography of the Humanities (3)
Book Selection (3)
Bibliography of the Sciences (3)
Reading Guidance for Young People (3)
Bibliography of the Bio-Medical and Physical Sciences (3)
Special Problems in Technical Services (3)
The School Library (3)
Directed Research (1-4)
Thesis (2-2)

Post Session

August 1 to 27, 1960

History of Books and Printing (3)
College and University Libraries (3)
Seminar in School Library Problems (2-2)

Directed Research (1-4)

Thesis (2-2)

Registration dates for the six-week summer session are June 16, 17 and 18, 1960; for the Post Session, July 28, 29

and 30, 1960. Tuition is \$23.00 per unit, for teachers and librarians, \$21.00 per unit.

UNIVERSITY OF CALIFORNIA

The School of Librarianship, University of California at Berkeley, will offer the following courses during the two 1960 summer sessions:

First Session

June 20 to July 29, 1960

Bibliography and Reference Materials (4)
School Library Administration (2)
Library Work With Children (2)
Special Problems in Classification and Cataloging (2)
Advanced Classification (2)

Second Session

August 1 to Sept. 9, 1960

Selection and Acquisition of Library Materials (2)
Special Problems in the Selection of Materials and the Evaluation of Collections (2)
Municipal and County Library Administration (2)
Reference and Government Publications (4)

Admission requirements for summer sessions are the same as for regular sessions. Application must be made for summer sessions by May 25, 1960, for the first session, and by July 6, 1960, for the second session. Tuition fee is \$70.00 for each session.

SAN JOSE STATE COLLEGE

Eleven credential and master's degree courses are being offered by the Department of Librarianship at San Jose State College during the 1960 summer session, June 27 to August 5, 1960.

The summer session staff will include, besides the regular faculty, Miss Jean Nelson, librarian at Hinsdale (Illinois) Township High School.



Mrs. Victoria Johnson, director of education services for the Tangley Oaks Educational Center in Lake Bluff, Illinois, will also be a guest lecturer. Mrs. Johnson is nationally known in the field of storytelling and creative dramatics.

Courses to be offered are:

- Selection of Special Materials (3)
- History of Books and Libraries (2)
- Basic Reference Material and Services (3)
- Technical Processes (3)
- Book Selection (2)
- Administration of School Library (3)
- Library and School Relationships (3)
- Processing of Special Materials (2)
- Book Selection for Children and Young Adults (3)
- Government Publications (2)
- Reference and Bibliography (2)

For complete details on the summer program write to Mr. Leslie H. Janke, Head, Department of Librarianship, San Jose State College, San Jose 1, California.

IMMACULATE HEART COLLEGE

Immaculate Heart College will offer the following courses during their summer session, June 28, to August 5, 1960:

- Library Materials
- Audio-Visual Services
- Adolescent Book Selection
- Cataloging and Classification
- School Library Administration
- College Library Administration
- Reference and Bibliography I
- Methods of Research

For further information write to Sister Lucille, Graduate Department of Library Science, Immaculate Heart College, 2070 East Live Oak Drive, Los Angeles 28, California.

UNIVERSITY OF SAN FRANCISCO

The University of San Francisco will offer the following courses in their summer librarianship credential program from June 27 to August 5, 1960:

- History of Books and Libraries (2)
- Reference and Bibliography I (2)
- Classification and Cataloging I and II (2-2)
- School Library Administration (3)
- Library Resources for Curriculum Use (2)
- Storytelling (3)

For further information write to Sister Mary Alma, Librarianship Credential Program, University of San Francisco, San Francisco 17, California.

SPECIAL INSTITUTES . . .

READING GUIDANCE FOR THE GIFTED

Lillian L. Batchelder, Supervisor of Secondary School Libraries in Philadelphia, will direct an institute on Reading Guidance for the Gifted, July 23 to 29 (afternoons only) sponsored by the Graduate Department of Library Science at Immaculate Heart College in Los Angeles.

The institute is planned to help those engaged in developing an enriched reading program who wish to draw on the combined resources of school, home and library for gifted students of all ages. The program will include talks by authorities and discussions with well-known leaders in several fields: Leon M. Lessinger, Project Consultant for the California Study on Programs for Gifted Pupils; Helen Coffin, Head of the Division of Special Education, Los Angeles City Schools; Edith Bishop, Head of Young Adult Services, Los Angeles Public Library; Mildred Frary, Supervisor of Elementary Libraries, Los Angeles City Schools; and Tyrus G. Harmsen, Librarian, Occidental College, Los Angeles. Elizabeth O. Williams, Rosemary Livesey, Virginia Belle Lowers and other specialists will be available as consultants.

The total cost of the institute is \$50.00 and two semester hours of graduate credit will be given. The Grolier Society, as part of a grant made to the institute, will offer two scholarships to qualified applicants.

Application for scholarship and registration should be made to: Chairman, Graduate Department of Library Science, Immaculate Heart College, Los Angeles 27.

BOOKS AND BEYOND

Mary Peacock Douglas, director of school libraries in Raleigh, North Carolina, will conduct a workshop at San Jose State College during the week of June 20 to 24, 1960.

The one-week conference, entitled BOOKS AND BEYOND, is designed to give all participants an opportunity to acquaint themselves with the vast amounts of enrichment materials that must be evaluated constantly by school librarians and audio-visual specialists.

The workshop, planned for librarians, audio-visual coordinators, teachers supervisors and administrators, will include lectures, demonstrations, individual conferences and field trips. Extensive exhibits of all types of instructional materials will be available.

Joining Mrs. Douglas on the conference staff will be Dr. William Sanborn, director of the bureau of instructional materials, San Francisco Schools, and Dr. James W. Brown and Dr. Richard B. Lewis, co-authors of *A-V Instruction: Materials and Methods*. Ten other staff members of the Departments of Librarianship and Audio-Visual will also participate in the workshop sessions.

Since enrollment for the workshop will be limited, pre-registration is required. All persons planning to attend should register no later than May 31, 1960. Complete information concerning the workshop may be obtained by writing to Mrs. Marjorie Limbocker, San Jose State College, San Jose 14, California.

YOUR HELP IS NEEDED

Miss Mildred M. Brackett, Consultant in School Library Education, State Department of Education, is asking all SLAC members to assist her in building a collection, to be housed in the Consultant's office, of locally-produced school library materials: annual reports, handbooks, courses of study, policy statements, library teaching units, procedures and forms—anything that may assist others in the development and operation of a school library. This collection will be for reference use only, and is not intended to be a clearinghouse for distribution of such publications. Send your *materials* to:

Miss Mildred M. Brackett
Consultant in School Library Education
State Department of Education
721 Capitol Avenue
Sacramento 14, California

IMAGES OF THE FUTURE

Northern Section, SLAC, and the California Association of Secondary School Administrators will co-sponsor a one-day institute on "Images of the Future" Saturday, April 30, 1960, at the University of San Francisco. Planned by the Northern Section Professional Committee under the chairmanship of Warren B. Hicks, the institute will be the first of its kind held to discuss this plan for secondary education in the years ahead.

Featured speakers will be Robert Moore, Associate Director of the Commission on the Experimental Study of

the Utilization of the Staff in the Secondary School, William J. Stone, Principal of O'Farrell Junior High School, San Diego, and Mrs. Beaul M. Santa, Director of Libraries, East Side Union School District, San Jose. The speakers will discuss the pattern of secondary school organization outlined in "Images of the Future," how the school library will fit into this picture, and what the administrator of such a program will expect of the school library.

All county and district superintendents, CASSA members and SLAC members will receive detailed program announcements. Sister Mary Alma, University of San Francisco, is in charge of local arrangements.

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